

THE SCHOOL JOURNAL

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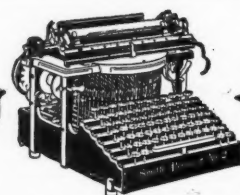
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THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LXXII.

For the Week Ending May 12, 1906

No. 19

OSSIAN LANG, Editor.

The question is asked, "In the promotion of pupils, which should count the more, faithful effort on the part of the pupil or his ability to do the work according to some fixed standard or grade?" There is abroad a peculiar misconception of the meaning of "promotion." The only defensible proposition would seem to be that each pupil should be placed where he can obtain a maximum of education according to his individual capacity. There is neither honor nor disgrace in being identified with any particular "grade." The justice of this being admitted, a question like the one here quoted appears to have no point whatever.

The confusion of duties and privileges is responsible for much wasteful debate and wanton dissipation of energy in heated combat and assault. Thus we hear civic suffrage hysterically sought for as a most precious prize. As a matter of fact, it is a heavy responsibility and a duty. Under a despotic regime it is but natural that the governed should struggle for participation in the direction of affairs which concern their private and public welfare. Once the "right" has been secured it ceases to be a desirable privilege and becomes a civic responsibility. Once this point is fully understood, those who take no interest in public affairs will no longer be regarded as citizens who fail to take advantage of an opportunity, but as criminally negligent people who refuse to perform a duty incumbent upon them. The schools must correct the misconception here suggested as much as is in their power. There never will be a real democracy until all people of mature age actually share in public affairs. The free expression of every individual's judgment is essential. This implies, too, that any one who votes at the behest of some one else—whether that one be man, woman, child, or organization—is dishonest as is a school boy who copies from another instead of presenting the result of his own work. There is little to be done with the adult population; habits are not easily changed. Let them go to their graves as they are if they will not do otherwise. But—let us start aright the young people now in the schools.

It is never wise to ask children at school for contributions of money or other gifts for any purposes whatever. There is no danger in being too careful in avoiding anything that may expose children to humiliation among class-mates. Children are by nature cruel. The girl who is able to contribute twenty-five cents is as likely as not to impress that fact upon those who have given less or nothing. Let us try to keep alive by every means in our power the feeling of fellowship among the young. Differences of station and material advantages will be brought home to them altogether too soon after the doors of the school are closed behind them.

The day has passed when thoughtful people can be prejudiced by calling a proposition "socialistic." There are so many kinds of socialism that a man who lives in this world cannot help but be identified *nolens volens* with some one of these tendencies. Every social individual is a socialist. Only hermits and self-sufficient saints are outside of the fold. By the way, what is Socialism?

Supt. W. H. Elson, of Grand Rapids, Mich., has been elected Superintendent of Schools in Cleveland. Splendid! He is just the man for the place. He has ability, energy, and tact. Now it ought not to take long to stir harmony at Cleveland and to place the schools on the plane they should occupy.

The mention of the name Dr. Thomas M. Balliet in connection with the Cleveland superintendency is due very likely to the fact that certain overtures were made to him. Professional considerations caused him not to entertain the propositions, and he was not in any sense a candidate for the place. New York cannot well afford to lose him. Few men have as broad a professional outlook and as keen a judgment of practical school affairs as he. He has no superior in the field of teachers' training.

THE SCHOOL JOURNAL this week has an exceedingly interesting article by Principal John L. Shroy, presenting a new view of the schools of Philadelphia under the conditions that have passed away. It will be a surprise to those who lack faith in the principle of home rule of the school community.

The Interborough Council of Teachers in New York City is collecting subscriptions to furnish sustenance to the teachers of San Francisco this summer.

The various churches have been seriously considering plans for supplying religious instruction to the children attending the common schools. The plans worked out heretofore from time to time have not found general acceptance. Last Monday an inter-denominational meeting in New York decided to recommend that pupils should be permitted to receive instruction in the religious faith of their parents on Wednesday afternoons during the school year. This plan appears reasonable and ought to commend itself to those who feel the need of such special instruction.

The conference was attended by Bishop Greer (Protestant Episcopal), Dr. H. Pereira Mendes (Jewish), Dr. H. M. Sanders (Baptist), Dr. Frank Mason North (Methodist), Father McMillan (Roman Catholic), Dr. George U. Wenner (Lutheran), Dr. Henry A. Stimson (Congregational), and Dr. Anson P. Atterbury (Presbyterian).

There are 1089 school savings banks in operation in 109 cities and towns scattered thru 22 states of the Union.

Of these 109 cities and towns, little West Liberty, in Butler County, Penn., takes the lead for the greatest number of depositors in proportion to the number of school children. In Pittsburg there are 23,000 savings bank depositors out of 35,000 school children; Morristown, Pa., has 1,751 out of 2,950; West Chester, Pa., 829 out of 1,626; but West Liberty has 240 children enrolled on the school books and 240 on the depositors' book.

It appears from the same report that Pennsylvania schools have the highest individual balances (and Massachusetts schools the lowest).

S. A. Challman, superintendent of the city schools of Montevideo, Minn., has been elected State graded school inspector to succeed A. W. Rankin. The position was created in 1895, and Mr. Rankin has occupied it ever since. He resigned to accept a professorship in the College of Pedagogy at the State University.

The salary attached to the position is \$2,300.

Supt. L. E. A. Ling, of Cresco, Iowa, has resigned. Supt. E. C. Roberts, of Madison, Wis., will succeed him. Mr. Ling has been connected with the Cresco schools for fourteen years. He succeeded Supt. E. G. Cooley who went from there to LaGrange, Ill., and is now at the head of the great Chicago city school system.

By the way, this reminds me that Dr. Cooley takes much pride in his early days at Iowa. He speaks with especial satisfaction of his work as a wagon-maker. Some time ago he passed a wagon on the public highway that appeared familiar to him. He addressed the occupant and found that the wheels were made by himself way back in his Iowa days. Wheels that will last so many years bear testimony of faithful labor and good workmanship. What better endorsement can a man ask than the witness that he has done his best and that the result is satisfactory!

The College and Morality.

President Thwing of Western Reserve University, speaking at the recent meeting in Chicago of the Northwestern Alumni Association of the University, said:

Statements emerge at various times that the heads of reform movements find no small number of college graduates among the human derelicts and wreckage that float to their doorways. That there are college men who are bad, and who go to the bad, is not to be denied. But the number of them, or the proportion of them, is very much less than these interpretations indicate.

I have in common with most college presidents had a personal acquaintance with hundreds, or with thousands, of college graduates. I have known them before they were graduates, and cared much for them. I have known them after they were college graduates, and also cared much for them. Their careers I have followed. Upon the evidence thus given, I want to bear testimony to the effect that seldom is it that a college graduate goes to the bad, and also seldom is it that his life or career is inefficient. Less than five men out of a hundred become moral reprobates, and I think less than ten per cent. lead useless careers.

There is one cause which aids in bringing about this condition of integrity and success. Dissipation is usually, in certain stages, revolting to men of good taste. Dissipation is surrounded by, or consists of, certain types of nastiness. College men are supposed to be gentlemen. They embody the canons of good taste. Their intellectual character, even if not their morals, develops high appreciation. Therefore most forms of dissipation are to them repulsive. The atmosphere and the training of the academic life are contradictory to the temptations of appetite. For doing the duties, therefore, which are involved in uprightness and in efficiency, college men are more inclined than are some other men.

Woodrow Wilson on Liberal Education.

"Education in general is the statesmanship of the mind," said Pres. Woodrow Wilson, of Princeton University, in one of his recent speeches. "It is the utilization and training of the mind for national use. The gist of a technical education is knowledge, information; but the gist of a liberal education is not knowledge and it is not information. There are some useful men who cannot give you many facts in a given case, and there are some useless men who can swamp you with facts, but they are like an attic filled up with unsorted things. I would rather have gone over the field of knowledge and have lost all than have remembered all and have lost energy. If you know a process you don't need to carry the results of that process in your mind. Knowledge is not information, and wisdom is not knowledge."

President Wilson spoke in condemnation of the elective system.

"It is foolish," he said, "to say that boys and girls should choose their own courses. They would choose the lines which they are accustomed to, in which they already have strength, and would let go powers they had never been called upon to exercise."

"Education is first of all discipline, but modern education has passed from the pupil to the teacher—the teacher does all the hard work. The modern student seems to be a tender plant, which must be shielded from exercise. Child psychologists tell us to be careful not to weary the minds of the children, but the only way you can develop is to weary."

"Make children attempt things themselves and attempt them alone. Discipline carries with it the idea of unwillingness. The worst thing that could happen to a person would be to do all the week only what he wants to do. I believe that a child should be made to do things that he doesn't want to. Stand over him and see that he does it."

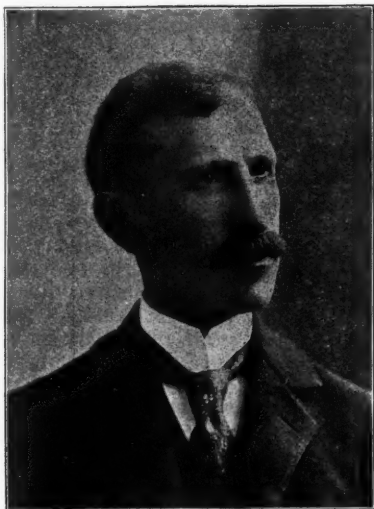
Dr. Wilson then turned to the methods to be employed in injecting a liberal education and asked, "What gives a liberal education?"

"Technical and liberal educations differ in subject matter and in method," he said, "but they overlap. Technical schools now recognize that the only way to teach successfully is to teach the science that underlies various processes of manufacture, because it is impossible to teach now all the processes along any line of manufacture. We are continually substituting new for old processes, and the only fountain from which the new processes spring is the fountain of pure science. This is now recognized to be almost a necessity for the technical student. The best thing for an engineer is a liberal education before he enters the engineering school."

Dr. Wilson then told of what should be the contents of a liberal education curriculum.

"It is composed," said he, "of the four elements of pure science, pure philosophy, pure literature, and politics and history. A course not composed of these four elements is not a liberal course of training. Philosophy is necessary, as every one has to be a philosopher; literature is necessary, as it contains more of the spirit of human nature, the human race, than any other human repository. There is much politics in good books; there is no seer like a poet, and there is no insight into human life like that of the man who sees it."

We cannot make up a single curriculum. There are too many subjects. We must allow the student certain liberties. But he must make a definite choice, and not a miscellaneous one; he must choose his subjects so that there will be a rational sequence; and there must be a body of study. We must have an ordered variety, a cohesive organization. We want to make men, we want to give the sort of education which time out of mind has produced men; which has produced not childishness but maturity."



Supt. W. H. Elson, of Grand Rapids, Mich., who has been elected superintendent of the schools of Cleveland. He will enter upon his new duties on May 15.

The American Library Association.

By J. C. DANA, Newark, N. J.

More than six hundred persons have already declared their intention to be present at the annual meeting of this Association which is to be held at Narragansett Pier for a week, beginning June 30. It is now evident that this will be the largest meeting the Association ever held, probably about 1,500.

All the railway passenger associations north of the Ohio and the Potomac and east of the Missouri have just agreed to the one and one-third fare rate made by the New England passenger associations.

The program of this meeting will contain under the title of each paper or report an abstract of the same. This method has been followed with great success by other societies. It shows what ground each of the meetings of the many departments of the Association will cover, and what special points will be taken up by each speaker.

German Schools Abroad.

By L. R. KLEMM, U. S. Bureau of Education.

The German Empire supports, with a little over a half a million marks, a number of German schools in foreign countries. The United States, Austria, and Switzerland are excluded from this imperial subsidy, but there are altogether 970 schools in five continents that receive aid from the German Government, to wit:

Europe.—Ninety-six schools, with 535 teachers and 10,290 pupils, of whom 64 per cent. are German.

Asia.—Eighteen schools, with 109 teachers and 1,105 pupils, of whom 74 per cent. are German.

Africa.—Forty-three schools, with 127 teachers and 2,725 pupils, of whom 82 per cent. are German.

Central America.—Three schools, with 18 teachers and 330 pupils, of whom 87 per cent. are German.

South America.—Seven hundred and thirty-eight schools, with 1,090 teachers and 30,440 pupils, of whom 87 per cent. are German.

Australia.—Seventy-seven schools, with 89 teachers and 2,620 pupils, of whom 99 per cent. are German.

High schools with German teachers are found in Constantinople, Antwerp, Brussels, Milan, and Buckarest. Advanced grammar schools are maintained

in Madrid, Lisbon, Barcelona, Mexico, Copenhagen; Port Elisabeth (Cape Colony), Jassy, Alexandria (Egypt), Shanghai, Jerusalem, Genoa, Rome, Florence, and Naples.

A School in Jail.

By N. LEWIS, Chicago.

For the benefit of youthful offenders a school has been organized within the walls of the county jail, Chicago. Within this building are gathered the outcast, the depraved, of the great city, including some of the most vicious criminals in the world. Here also are brought boys from 16 to 21 years of age, who have been arrested for petty offenses, sometimes on mere suspicion. The school serves two purposes. It affords instruction and keeps the boys away from the older and more depraved prisoners during their hours of exercise.

The school-room, which serves as a chapel on Sundays, is a long, light room on the fourth floor of the building. The walls are decorated with maps and pictures, including likenesses of Roosevelt, Grant, and McKinley. There are a number of benches and tables. On the platform in front are desk, piano, and bookcase, the last named containing over 200 volumes of standard works. Before the arrival of these books the boys whiled away the long hours of their imprisonment by the reading of dime novels, and by the time that they were freed were usually ready to go forth and imitate the deeds of daring and robbery with which they had been entertained. Now a dime novel is not to be seen.

The school hours are from 9:30 a. m. to 12 m.; and from 1:30 to 3:30 p. m. The morning session is given over to study. Reading, spelling, arithmetic, and physiology are the branches taught. In the classes in physiology much attention is given to the evil effects of drinking and cigarette smoking. The afternoon session is occupied with drill work, marching, etc.

There is no coercion employed in the school. The law of love and kindness prevails. The teacher, Mrs. Cliff, has been engaged in prison work for the last ten years, and her influence for good over the boys is marvelous. They call her "Mother," and "Friend,"—the only friend, probably, that most of them have ever had. Many of them leave her kindly care never to go back to their old ways.

The boys have a club which meets once a week. The meeting is opened with the usual parliamentary forms. Then a report is given of each boy in regard to deportment, studies, etc. After this there is a musical and literary program, usually given by the boys, but sometimes by outsiders who kindly volunteer their services.

The boys also belong to the Sunshine Circle, their initiation fee consisting of one good deed. Contributions are taken up for worthy objects, and the boys are very generous with their pennies, \$10 having been contributed to a home for boys, and an equal amount to another institution, with \$2.58 left in the treasury. The amounts given vary from a penny upward, the limit usually being five cents. In order to give this the boys are obliged to deny themselves any little addition to their prison fare, such as coffee and rolls (which can be purchased for five cents), candy, etc.

Each year the school has a Christmas tree, which is given by one of the wealthy women of Chicago. The tree, prettily decorated, is placed up in front. Each boy receives an orange, a bag of candy, a necktie, and a handkerchief. This is an event looked forward to and talked over for days afterward, it being the only Christmas celebration; probably, that the most of them have ever enjoyed.

School Gardens at the National Capital.

This movement covers a period of three years, and has been confined to activities growing out of the efforts of a single enthusiastic, energetic, indefatigable worker, Miss Susan B. Sipe, teacher of botany in the Washington Normal School, No. 1.

As early as 1902 Miss Sipe arranged for a series of lectures from specialists in the Department of Agriculture, to be given to the Normal School students at the Normal School. As a direct result of these lectures every one of the one hundred girls in the Normal School started a home garden. These gardens were visited by the teacher of botany, Miss Sipe, in the spring, and again in the autumn, and photographs were taken of many of the more successful

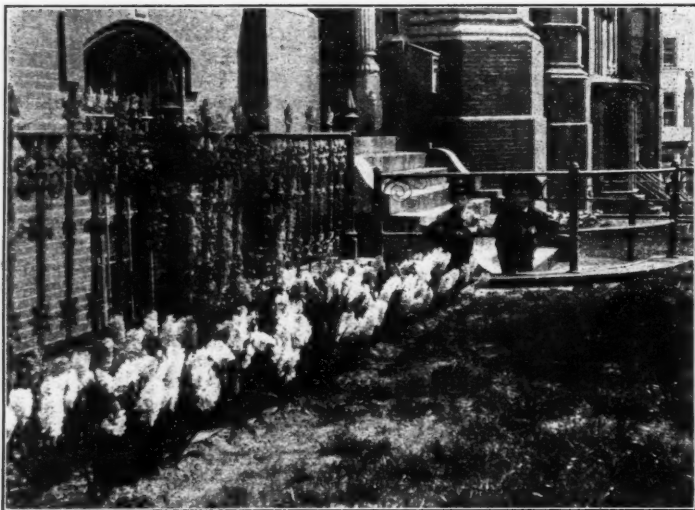
the use of the Normal class. Here Miss Sipe conducted her weekly lessons in botany, carrying on a most valuable series of experiments in propagating, transplanting, and other practical gardening work.

School gardening, so far as the Normal Schools were concerned, was now a well-established fact, both Normal Schools having use of greenhouses on the grounds of the Department of Agriculture, and cultivating beautiful gardens about their respective buildings, and in the homes of their students. But this interest in the subject had begun to spread to other schools. Seven, in all, undertook to do something in the way of beautifying the grounds about their buildings. Then began the sale of seeds in

penny packages to school children for home planting—some 66,000 packages of seeds were bought from a dealer, Bolgiano, and sold at one cent each to children in the public schools. By arrangement with Bolgiano, seeds to the amount of five per cent. of the packages purchased were given free to the schools of Washington for beautifying the school grounds. By the next year, the spring of 1904, there was a decided increase in the sale of seeds, and thirty-two schools were heartily enlisted in the garden movement. In 1905 every public school but three in the District of Columbia was doing something in school gardening, and in the autumn of that year, Washington City had a wonderful exhibit of the flowers, fruits, and vegetables raised by the children in their home gardens during the summer vacation. There was also a most interesting exhibit at the Franklin Building, of special work conducted by Miss Sipe during the summer of 1905.

Secretary Wilson had placed at Miss Sipe's disposal one-seventh of an acre of ground from the reservation of the Department of Agriculture. This was turned over to the boys of a sixth grade school, of whose hard work and rich harvests we shall hear more later.

The work was now attracting general interest. The Board of Education authorized a penny collec-



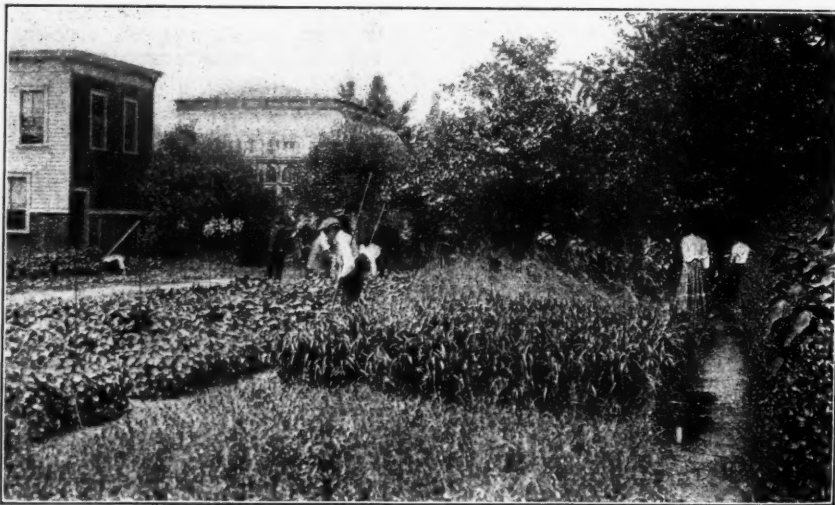
BULB GARDEN OF FRANKLIN

The children were urged to protect their property during vacation. The boys looking thru the fence are self-appointed guards.

ones. From these gardens was gathered the material for an autumn exhibit of flowers and fruits which was held at the Administration Building.

From such small beginnings, then, has developed a movement of far-reaching interest and significance.

Realizing the importance of field work, which since the reorganization of the schools in 1900 has been much curtailed, Miss Sipe conceived the plan of utilizing the school grounds in a small effort at landscape gardening. This work was so planned as to accomplish a twofold purpose. First, it gave to the Normal School girls so soon to become teachers of our first and second grade children, material for their botanical studies; second, it trained them in the possibilities for beautifying their own homes by means easily within the reach of all. This simple effort in school gardening, coupled with the interesting results in home gardening of the Normal School girls, attracted the attention of the Department of Agriculture, with the result that in 1903 the Secretary of Agriculture set apart one small greenhouse for



Garden conducted by the Normal School on the Grounds of the Department of Agriculture. These garden plots are cultivated by the sixth grade Bradley School. The plot in the foreground is flax. As it matured, the boys were given lessons on its preparation for the market.



Measurement Lesson—Second Grade in the Franklin School. The yard is considered another school-room, where lessons of practical value are given. Weed Pulling.

tion in all public schools for the purchase of bulbs, and at this writing every public school in the District of Columbia, save two that are brick-paved from fence to building, is glorious with tulip and hyacinth and jonquil beds, and there have been sold to the school children, for home planting, 125,000 penny packages of seeds. This sale insures 6,250 packages of free seeds for school gardens, as per the generous arrangement of the dealer Bolgiano. Gratified by the really remarkable work of the boys on the small plot allotted them during the summer of 1905, Secretary Wilson has this spring turned over to Miss Sipe one and a half acres for this summer's work. Thus has the movement gradually gained the confidence of school officials, teachers, citizens, and specialists and officials in the Department of Agriculture.

So much for a brief historical sketch of the development of this most important work in the National Capital. To leave the subject at this point would be to give no adequate notion of the really wonderful results already accomplished, and in prospect.

In almost every instance the general principles of landscape gardening have been followed. High permanent shrubbery at the back, border planting of hardy perennials, carefully selected for harmony and contrast of color, and clear lawn spaces: these are the three conditions essential to beauty in school gardening. To secure a condition equally important for the complete success of the movement, permanency of interest, a narrow border is reserved for the planting of annuals. Children, especially very young ones, find little personal pleasure in the lilac or forsythia. It is the nasturtium, purple flowering bean, sweet alyssum, or French marigold whose tiny seeds their baby fingers have planted, and whose development has been watched from the first tender green peeping above ground, to the fruition of perfect beauty in full leaf and flower, that is the child's possession and his enduring joy. For success of personal inter-

est each child must have his own plot, however small. Perhaps it will be necessary, from limitations of space, to have a single school plant but one row of bulbs or one section of the continuous border, but the proprietorship in this one effort will be the main-spring of interest, both with the school and with the individual child.

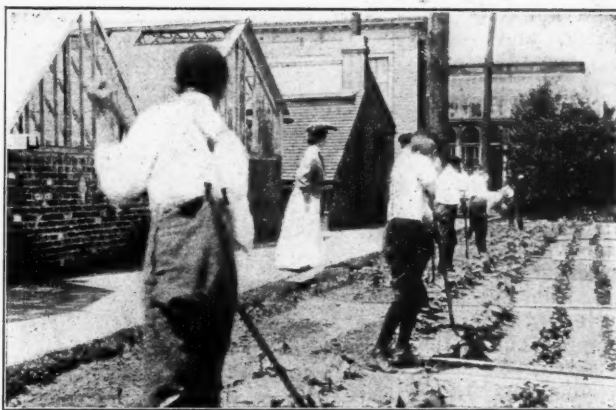
In many of our schools where the gardening has been most successful, the yard has been considered as one more school-room, a room where much of the so-called "regular" work of the school may very properly be done. See these second grade children. Each has

had to measure his plot, get its perimeter, the perimeter of the whole plot, count the rows for planting, and now the babies are counting the weeds they pull. Weeds are realities. Their concrete counting will have triple the value of the purely mechanical counting in the school-room. The garden offers the finest of opportunities for correlation. Arithmetic becomes practical when it is applied to the plotting of beds, measuring for rows of seeds, for

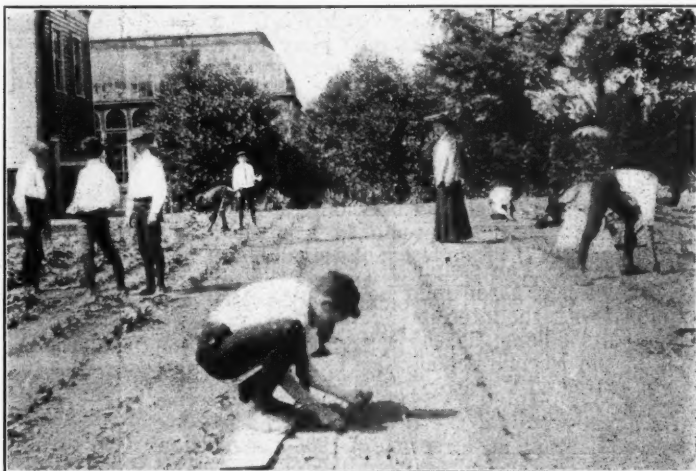
walks of perfect symmetry and exact dimensions, to the estimating of the amount of fertilizer necessary for a certain plot, the cost of the same at so much a load, the amount of irrigation necessary, the number of pegs, etc. One lad in estimating fertilizer for his home garden was careless in the placing of his decimal point, and paid the penalty of ten times too much in his harvest of rank leaves.

"Be sure thy sin will find thee out" in gardening.

The careless child plants all his seeds in one spot, covering them hastily, and sometimes, alas, protesting he has planted them carefully along the row. In a few weeks the huddled plants bear unmistakable witness to his little deception; then must he painstakingly do correctly what he has once done carelessly.



Cultivating Garden with Scuffle Hoe.



Seed Planting—U. S. Department of Agriculture.



These products from three plots of boys who have left for the summer, were sold for \$1.55. With this the boys will take a trip outside the city to see the Department Farm.

But to return to the possibilities of correlation. In some schools the garden has been used to supplement the geography work, flax, tobacco, and other products illustrative of great industries being planted, the crop studied from seedling to harvest, and then prepared for market, and for use as raw material or in the manufactured article. Spelling, drawing, and color work may easily and naturally be based upon the gardening, and what richer opportunity to study the speech of children than that offered by the freedom of intercourse of the children of the hoe! The illustration shows a first grade cutting lesson just after bulb-planting. Note, if you please, the energy in the girl's braid!

A result which should not be overlooked and whose value cannot be overestimated, is the training in civic pride and responsibility which is inseparable from the gardening. Here is Mrs. Hayes' beautiful lawn, unprotected by fence; our little third grade boys become as zealous guardians of that precious neighboring grass-plot as of their own beautiful flower beds. Self-appointed watchmen are pretty constantly on guard in vacation days and on Saturdays, to prevent desecration by chance passersby.

And finally, a word as to the practical value of gardening in the homes. Two illustrations will serve for my point.

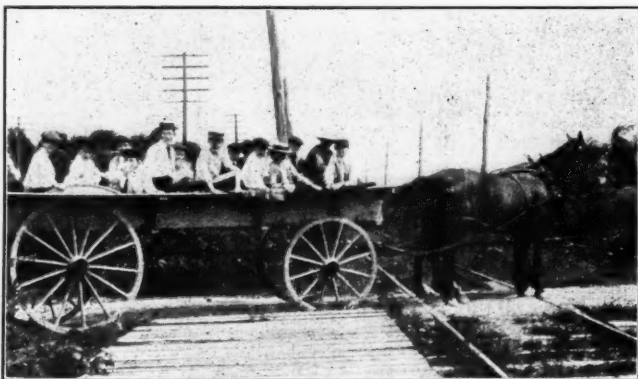
Here is a lad of twelve whose father is hopelessly ill. To help care for the family this boy works after school hours and on Saturdays in a confectioner's shop. The confectioner has given him a few feet of back-yard, formerly the dumping place for refuse. Here, this lad, by dint of industry intelligently directed by his teacher, is able to furnish the family table with vegetables and fresh salads from his little garden.

A negro family, inspired by the daughter in the Normal School, prepared for a garden a vacant lot they owned and which had been only a burden for some years. They first removed from it bricks enough to make the foundation of a small house, and then their combined efforts in working the soil produced a harvest which not only supplied their own table with fresh vegetables, but gave such a surplus for sale that they were able to pay the taxes on the lot from the proceeds of the garden. Both of these gardens were planted with penny packages of seeds.

As already stated, the Secretary of Agriculture gave to Miss Sipe in the spring of 1905 a seventh of an acre on the agricultural grounds. The care of this was given over to the boys of a sixth grade school, who worked it from April until the middle

of June. Certain afternoons were devoted to this work, and number lessons, geography, drawing, oral English, and, in fact, almost every study in the curriculum were correlated with this garden work. By June 15 the work on this plot had to be assigned to volunteers for the vacation months. The ratio of applicants to plots was 50 to 3! Here, every Tuesday, Friday, and Saturday thruout the summer, came the volunteer workers, carefully mulching the ground, weeding, training, and, best of all, carrying home the tri-weekly harvest of fresh vegetables, the bountiful reward of their persistent labor. Planting was judiciously managed, so that the vegetables should mature every few days, guarantee of the continued interest of the boy farmers. If the children came on Wednesday and observed that the beans would be ready to gather on Friday, they went home in joyous anticipation of the Friday harvest. But interest was sure to wane if many days passed without their being able to carry home some evidence of their labor. Realizing this, Miss Sipe skilfully managed that each child have something to take home each night, even tho it were but a bunch of flowers, or a head of lettuce.

And that reminds me of a story. Louis had been a most faithful worker in the summer garden, and started home one evening with some choice headed lettuce in his basket. The child had something of the tradesman's thrift, and was desirous of disposing



A Trip to Arlington.

of his garden stuff for personal profit. To offset this tendency Miss Sipe drew a glowing picture of the mother's delight in the fresh lettuce. Next garden day the incident was still fresh in her mind. "Well, Louis, did your mother like the lettuce?" "Like it? Well, I should say so. She didn't even wait to cook it!"



Gathering the Harvest.



Application of paper cutting to garden work—Second Grade.
These cuttings were made after a bulb planting lesson and represent the tools the children worked with.

All thought of profit was carefully eliminated from the summer garden plan, the children being taught to value the gift of their labor as a contribution to the health and comfort of the home.

Once only did they sell their wares. Three lads were prevented from gathering their week-end harvest. By special permission of the Secretary of Agriculture the vegetables were sold for money enough to take the remaining farmers on a long holiday ride to Arlington, where they studied the farming on a larger scale.

Twenty families were kept in summer vegetables raised on one-seventh of an acre of ground. Twenty boys were trained in a most useful form of manual labor, and given a love for the soil, and an intelligent interest in its producing properties.

The summer movement for this season is far more extensive. An acre and a half of ground has already been plowed, spaded, and carefully marked off into 166 individual plots, where the children of five public schools, boys and girls both, will spend one afternoon each, per week, for the remaining weeks of the school year. Indeed, the young enthusiasts have already been hard at work, spending the greater part of their ten days' Easter holiday and all their Saturdays in the work of preparing the ground for the seed planting, which will take place the first week in May.

Forty-five complete sets of tools have been purchased at a cost of \$21.00. These have been num-

bered and assigned, each set to one pupil in each of the five grades selected to work the garden. Every afternoon one school reports under charge of its teacher, to work from 1 to 3 P. M. Then there are computations, and emulations, and good-natured rivalries and friendly informalities between pupil and teacher, and delicious rest times under the great forest trees of the Agricultural Reservation, where ball and croquet and other recreations are provided to offset the toil with play-time.

An experiment in rural school gardening forms another interesting feature of the plan of the summer garden on the Agricultural grounds. A plot has been reserved for the pupils of the Normal School, who are to demonstrate what can be done in gardening in rural schools, and who will also study rotation of crops, with a view to suggesting how the soil may be made to yield the most profitable returns.

When school closes in June Miss Sipe will have to select from the hundreds of applicants her volunteer workers for the summer. These will number about two hundred children, boys and girls. She will have one paid assistant for the three summer months, and one laborer, but her own service is given to the work she holds so dear.

Thousands of strangers from every corner of our great country and of Europe visit the National Capital every summer, and there on the grounds of the Department of Agriculture will the student of vacation problems and other sociological problems, find two hundred children faithfully caring each for his own precious

garden plot, gathering his tri-weekly harvest, feeling the joy of contributing by his labor to the world's wealth, and the home comfort. These are all positive benefits. Who can estimate the negative benefits of this wonderful work? The things the boys and girls are saved from by this pre-emption of their time, their strength, and their interest!

It is a glorious work. Some day it may seem best to correlate it with the playground work which is to-day taking a strong hold on the interest of Washingtonians. The future will take care of that. Meanwhile the splendid enthusiasm and indefatigable labors of Miss Sipe, the founder of the whole school garden movement in Washington; have given the work an impetus that nothing can stop. We are bound to go on. We cannot turn back.

In Seattle.

The following item of news comes from the city of Seattle. Heretofore no allowance was made for time lost by personal sickness or death in the immediate family. Under the new schedule is allowed full pay for two days' absence if caused by death in the immediate family. In case of sickness half pay is allowed for a period not exceeding twenty school days in the year. Furthermore, all salaries have been put upon a twelve instead of a ten-month basis as heretofore.

"Let's Go a-Maying."

By Maud Elma Kingsley, East Machias, Maine.

Come, my Corinna, come, let's go a-maying!

It is an enticing invitation, this of Herrick's; and tho the world has grown old since it was given, and tho the world has forgotten how to play since the days of the jovial poet and his Corinna, what better can we do than throw off the weight of the centuries, rise, "sooner than the Larke," and go along with Corinna thru the green lanes and dewey hedgerows of Merrie England, to "fetch in May"?

Tho not yet dawn, throngs of young people from near-by towns and villages are "gathering the May" as they call the blossoming branches of the thorn trees; twining wreathes of crowfoot and field hyacinths; and plucking armfuls of branches and boughs of all kinds, with which, at sunrise, they are planning to adorn the doors and gates of their houses. As we came along, Herrick bade Corinna

marke

How each field turns a street; each street a park
Made green, and trimmed with trees: see how
Devotion gives each house a bough,
Or branche; each porch, each doore, ere this,
An Arke or Tabernacle is
Made up of white thorn neatly enterwove;
As if here were those cooler shades of love.

There's not a budding boy or girle this day,
But is got up, and gone to bring in May;"

And now Spenser, the poet of the court, whom only a May morning could lure into the fields, comments on the scene thus:

Youthes folke now flocken in everywhere
To gather May-baskets and smelling breere;
And home they hasten, the postes to dight,
And all the kirke pillars, ere daylight,
With hawthorne buds, and sweet eglantine,
And girlonds of roses, and soppes in wine.

Siker this morrow, no longer ago,
I saw a shole of shepheards out go
With singing, and showing, and jolly cheere;
Before them yode a lustie tabrere,
That to the meynie a hornpipe plaid,
Whereto they dauncen eche one with his maide.
To see these folkes make such jovissaunce,
Made my hart after the pipe to daunce.
Tho' to the greene wood they speeden them all,
To fechen home May with their musicall:

And old Dan Chaucer, who loves every primrose and cowslip in the meadows, and who is fully in sympathy abroad on this gay May morning, tells us that it is not only the villagers who are "doing observance to this morn in May," but

Forth goeth all the court both moste and leste,
To feche the floures freshe, and braunch, and blome;
And namely, hawthorn brought both page and grome.

Memories crowd thick and fast upon us as we watch this gathering of the May: we remember how long, long ago,

It befell in the moneth of lusty May, that Queene Guen-e-ver called unto her the knyghten of the Round Table, and gave them warning that, early in the morning, she should ride on maying into the woods and fields beside Westminster; and we know that when the golden-haired Guenivere rode with Launcelot to Arthur's court, they rode thru fields "*white with May*"; for

The time was May-time, and as yet
No sin was dreamed.

Disregarding the centuries, we recall a remark made by the gossipy Pepys one night in 1667:

After dinner, he said, my wife went down with Jane and Mr. Hewer to Woolwich, in order to get a little ayre and to lie there to-night, and so to gather May-dew to-morrow morning, which Mrs. Turner hath taught her as the only thing in the world to wash her face with; and,

adds the garrulous gentleman naively, "I am contented with it." Two years later the same Mr. Pepys has occasion to tell us that he was

troubled about three in the morning, with my wife's calling her maid up, and rising herself, to go with her coach abroad, to gather May-dew, which she did, and I troubled for it, for fear of any hurt, going abroad so betimes, happening to her; but I to sleep again, and she came home about six, and to bed again all well.

The virtues of May-dew were held in high esteem, it seems, inasmuch as it would make beautiful all who bathed in it.

And did it not come to pass once "in a morne of May" that Palamon from his prison window first saw Emelie

that fairer was to seene

Than is the lillie on hire stalkes grene.
And fresscher than the May with floures newe—
For with the rose colour strof hire hewe,
I not which was the fyner of them two—
Er it was day, as sche was wont to do,
Sche was arisen, and al ready dight;
For May wole have no sloggardy e night.
The season priketh every gentil heart,
And maketh him out of his sleepe to start,
And seith, Ayrs, and do thin observance.
This maked Emelye han remembrance
To do honour to May, and for to rysé.
I-clothed was sche fressh for to devyse.

We remember, too, that it was in the month of May, when everything was in bloom, and the night-ingle was singing his May song,—

Worshippe, ye that loveris bene, this May
For of your blisse the kalendis are begonne,
And sing with us, away, winter, away!
Cum, somer, cum, the sweet sesoun and sonne!

that the poet of the "Kingis Quair" "cast his eyes downward and beheld the fairest and freshest young flower that ever he had seen. It is the lovely Lady Jane walking in the garden to enjoy the beauty of that fresh May morrowe."

Ah, May has always been the month of the poets, from the dawn of English literature when Adam Davie wrote,

Mery time it is in May
The foules singeth her lay;
The knighttes loueth the tornay
Maydens so dauncen and thay play.

In the time of May, the nyghtyngale
In wode makith miry gale;
So doth the foules grete and smale
Som on hille, som on dale.

down to Wordsworth, who has visions of a time when

All the earth is gay;
Land and sea
Give themselves up to jollity,
And with the heart of May
Doth every beast keep holiday,

and Tennyson who embodies the spirit of the season in the simple line,

For to-morrow'll be the happiest day of all the glad new Year!

Milton dedicated an ode to the merry month:

Now the bright morning star, day's harbinger,
Comes dancing from the east, and leads with her
The flowery May, who, from her green lap, throws
The yellow cowslip, and the pale primrose.
Hail, bounteous May, that dost inspire
Mirth and youth and warm desire;
Woods and groves are of thy dressing,
Hill and dale doth boast thy blessing.
Thus we salute thee with our early song,
And welcome thee, and wish thee long.

May, in fact, was the season which was to last forever in heaven, according to the idea expressed in the inscription on the gate of Chaucer's happy "park"—

Thru me men gon into the blissful place
Of hertes, hele and dedly, woundes cure;
Thru me men gon into the welle of grace,
There grene and lusty May shal ever endure.

But to return to Corinna. The day is breaking; the youths and maidens, laden with their spoil, are on their way home singing rustic ditties which fall pleasantly on our ear. Here a group of apprentices are singing,

Come, lads, with your bills,
To the wood we'll away,
We'll gather the boughs,
And we'll celebrate May;

We'll bring our load home
As we've oft done before,
And leave a green bough,
At each good master's door;

and there, a band of little girls with their arms filled with white blossoms are singing under the windows of the sleeping citizens:

If we should wake you from your sleep,
Good people listen now,
Our yearly festival we keep,
And bring a Maythorn bough.

An emblem of the world it grows,
The flowers its pleasures are,
But many a thorn bespeaks its woes,
Its sorrow and its care.

Oh! sleep you then, and take your rest,
And, when the day shall dawn,
May you awake in all things blest—
A May without a thorn.

May He who makes the May to blow,
On earth His riches sheds,
Protect thee against every woe,
Shower blessings on thy heads.

"But," says an old writer, who frowned upon May-day amusements, "their chiefest jewel they bring home is the Maie-pole, which they bring home with great veneration, as thus—they have twentie to fortie yoke of oxen, every oxe having a sweete nose-gaie of flowers tied to the tip of his hornes, and these oxen drawe home the May-poale, which they covered all over with flowers and hearbes, bound round with strings from the top to the bottome, and sometimes it was painted with variable colors, having two or three hundred men, women, and children following it with great devotion. And thus equipped it was reared with handkerchiefs and flagges streaming on the top, they straw the ground around about it, they bind green boughs about it, they set up summer halles, bowers, and arbours hard by it, and then fall they to banquetting and feasting, to leaping and dancing about it, as the heathen people did at the dedication of their idolls."

This dancing around the May-pole is a most important part of the day's ceremonies. In the forefront of the merry crowd is Herrick with his song appropriate for the occasion:

The May-pole is up,
Now give me the cup;
I'll drink to the garlands around it:
But first unto those
Whose hands did compose
The glory of flowers that crowned it.

In the midst of all this innocent amusement, how hateful it is to remember that Puritan ordinance of 1644—

And because the prophanation of the Lord's Day hath heretofore been greatly occasioned by May Poles (a heathenish vanity, generally abused to superstition and wickedness) the Lords and Commons do further order and ordain, that all and singular May Poles, that are or shall be erected, shall be taken down and removed by the constables, borsholders, tything men, petty constables, and church wardens of the parishes, when the same be; and that no May-pole shall be hereafter set up, erected, or suffered to be within this kingdom of England or dominion of Wales. The said officers to be fined five shillings weekly till the said May-pole be taken downe.

That the May-pole was not an abomination in the eyes of every one, witness the quaint verse of a writer of the Puritan era:

Happy the age, and harmless were the dayes
(For then true love and amity were found),
When every village did a May-pole raise,
And Whitsun ales and May-games did abound;
And all the lusty yonkers in a rout,
With merry lasses danced the rod about,
Then Friendship to their banquets bid their guests,
And poore men far'd the better for their feasts.

We remember with joy that the stern edict of the Puritans did not banish May-poles forever. At the Restoration the edict of 1644 became null; and when the populace gave vent to their May-time jollity, they determined to plant the tallest May-pole ever erected, in the most conspicuous part of London. With drums beating, flags flying, and music sounding, an immense crowd bore a stately cedar pole, 134 feet high into the center of the Strand and there erected it. It was raised by seamen detailed for the occasion and was adorned with three gilt crowns and other lavish ornaments. This towering, richly gilded shaft was considered "a type of the golden days about to return with the Stuarts."

But the day is waning. Tired but happy, we seek the shade of a friendly oak and from this point of vantage witness a May-game in which the actors impersonate Robin Hood and his Merry Men. As we watch, we are glad to think that it is an American writer who has so beautifully voiced the thoughts which the sight of these May-day festivities has aroused in our minds: "One can readily imagine," says Irving, "what a gay scene it must have been in jolly old London, when the doors were decorated with flowering branches, when every hat was decked with hawthorn; and Robin Hood, Maid Marian; Friar Tuck, the morris-dancers, and all the other fantastic masks and revellers were performing their antics about the May-pole in every part of the city. On this occasion we are told Robin Hood presided as Lord of the May:—

With coat of Lincoln green, and mantle too,
And horn of ivory mouth, and buckle bright,
And arrows winged with peacock feathers light,
And trusty bow well gathered of the yew;

whilst near him, crowned as lady of the May, maid Marian,

With eyes of blue,
Shining thru dusk hair, like the stars of night,
And habited in pretty forest plight—
His green-wood beauty sits, young as the dew:

and there, too, in a subsequent stage of the pageant, were

The archer men in green, with belt and bow,
Feasting on pheasant, river fowl, and swan,
With Robin at their head and Marian.

A crash of discordant music; a hasty scattering of the crowd in the direction of the din; only Corinna and we are left under the friendly oak to watch at our ease the curious procession noisily drawing near. They are the London chimney sweepers celebrating their annual festival. Their dresses are decorated with gilt paper; they have their shovels and brushes in their hands, which they rattle one upon the other; and to this rough music they caper about in imitation of the dancers around the May-pole. The favorite device which they bear is that of Jack in the Green,—a piece of pageantry consisting of a hollow frame of wicker work made in the form of a sugar loaf, but open at the bottom, and sufficiently large and high to hold a man. The frame is covered with green leaves and bunches of flowers so closely interwoven that the man within is completely concealed. This moving pyramid dances with his companions and is hailed with delight by the populace.

The harsh din fades away into the distance and the little blackamoors with their uncouth dancing have vanished, giving place to a much prettier street scene. A retinue of milkmaids gaily and tastefully dressed are dancing thru the streets, each balancing on her head in the most graceful fashion a glittering pyramid. Misson gives us the explanation of this pretty and curious spectacle:—

On the first of May, all the pretty young country girls that serve the town with milk, dress themselves up very neatly, and borrow abundance of silver plate, whereof they make a pyramid, which they adorn with ribbands and flowers, and carry upon their heads, instead of their common milk pails. In this equipage, accompanied by some of their fellow milkmaids, and a bagpipe or a fiddle, they go from door to door, dancing before the houses of their customers, in the midst of boys and girls that follow them in troops, and everybody gives them something;

for who could resist the milkmaids' appeal—

Oh, treat us not with scorn;
From out your bounty give us some—
Be May without a thorn.

Amid all these revels the choosing of the May Queen has not been forgotten. A lonely time she has of it, this flower-crowned maid, seated in solitary grandeur on her flower-bedecked throne and having no part in the day's mirth; but it is a great honor to be chosen Queen of the May and a gracious dignity characterizes the one who is chosen to fill the position. She sits there on her throne until nightfall; and when the sun sets, the Lady of the May gives to each some token as souvenir of the day, and watches the revellers disperse—

I have seen the lady of the May
Set in an arbour (on a Holy-day)
Built by the May-pole, where the jocund swaines
Dance with the maidens to the bagpipes straines,
When envious night commands them to be gone,
Call for the merry youngsters one by one,
And, for their well performance, soone disposes,
To this a garland interwove with roses;
To that a carved hooke or well wrought scrip;
Gracing another with her cherry lip;
To one her garter; to another then
A hand-kierchiefe cast o'er and o'er agen:
And none returneth emptie that hath spent
His paines to fill their rurall merriment.

But envious night is bidding us begone; it is hard to leave the scene of so much light-hearted merriment and come back to the prosaic twentieth century. William Barnes, foremost of England's dialect poets, has put our feelings for us into homely verse—

Mother of blossoms, and ov all
That's fair a-veild vrom Spring till Fall,
The cuckoo over white-weaved seas
Do come to sing in thy green trees,
An' buttervlees, in giddy flight,
Do gleam the most by thy gay light.
Oh! when at last, my fleshy eyes
Shall shut upon the vields and skyes,
Mid zummer's zunny days be gone,
An winter's clouds be comen on:
Nor mid I draw upon the e'th,
O' thy sweet air my letest breath;
Alassin I mid want to stay
Behind for thee, O flow'ry May!

And we sadly moralize over the loss of that happy simplicity which made these May-day revels possible; and we wonder if the years have brought to the people at large anything half so good as that which they have taken away. Herrick chimes in with our mood as with him and Corinna we leave the festal scene:—

Come, let us goe, while we are in our prime;
And take the harmless follie of the time.
We shall grow old apace, and die
Before we know our Liberty.
Our life is short; and our dayes run
As fast away as do's the Sunne:
And as a vapour or a drop of raine
Once lost, can ne'er be found again:
So when or you or I are made
A fable, song, or fleeting shade;
All love, all liking, all delight
Lies drowned with us in endless night.
Then while time serves, and we are but decaying;
Come, my Corinna, come, let's go a-Maying.



"Teaching Patriotism."

By GEORGE A. STOCKWELL, Providence, R. I.

A commissioner of education; in an address to teachers, said that it is the teacher's duty to inculcate patriotism *into* pupils, from which it may be inferred, considering the derivation of *inculcate*, that the commissioner is in favor of driving patriotism into the interstices of the mind, like oakum into the seams of a ship, with mallet and calk.

Patriotism, a large word in capitals to the school official of effusive and grandiloquent speech, is difficult to define, or demonstrate; effectively in the school-room; indeed, in preparatory schools, the pupils can have no adequate appreciation of patriotism; the study of patriotism *per se* belongs to the school of philosophy.

The raising of the emblem is a salutary object lesson, and has been called "a patriotic proceeding," but no detail of the spectacle impinges on the aura, even, of patriotism proper.

George W. Curtis said: "The whole of patriotism seems to consist in the maintenance of public moral tone." This is not a satisfactory definition of, or reference to, patriotism. Public moral tone depends upon individual moral tone. What is *moral tone*? Certainly *moral tone* and *morality* are not synonymous.

Apparent moral tone may prevail where there is underlying immorality; patriotism and morality may go hand in hand, and they may not; indeed, morality is not a requisite of patriotism; patriotism springs from an innate sense of personal obligation—it is more than a characteristic, a trait, a feature; patriotism is an attribute and is no more subject to the teacher's art than the remodeling of the soul.

Recent events show what is done, or attempted in the name of patriotism to aid personal preferment;

or eclat, and political ends. According to the public prints, the Emperor of Germany has ordered that Old Prussian be taught in the public schools of Prussia. Why? To preserve the spoken language, a futile and useless task, and to teach patriotism.

But the most extraordinary misconception, or ill adaptation of the theory of patriotism is found in the vaunted achievement of the Gaelic League in Ireland. A representative of the League, in a lecture in this country, said that the Irish language was the whole basis of reconstruction (in Ireland) and that the language was taught in three thousand schools in Ireland to teach patriotism.

Patriotism cannot be taught; but if patriotism be an inborn fiber of the soul, and is dormant, its fire may be rekindled by the study of the literature of a language—any language; the literature that revives patriotism is not found in primers or grammars.

The one hundred thousand children now studying Gaelic in Ireland will never reach the literature of the language, even the threshold of it. In this age of the world, the people, old or young, are not digging in the ruins of the past for present or future bread and butter; the useless in education, even the purely ornamental, is cast aside for that which may be subservient immediately.

While one hundred thousand children in Ireland

are struggling for the mastery of things needful; their path is strewn with obstacles in the form of Gaelic words and phrases which if surmounted, or added to knowledge, are useless absolutely.

The optimist may claim that in conning the Gaelic, good may come from discipline of the mind. "Discipline of the mind" is an old stereotype used to prop many useless educational experiments or idiosyncrasies, and is eliminated always by the counter formula that a useful study will provide equal discipline.

Further, deeds of patriotism recounted in any language, stand for the whole world; the student endowed with the patriotic impulse, need not depend upon the literature of his own language and country to fire his slumbering zeal.

If it is desired to discipline the minds of the children of Ireland, and at the same time lead them into the possession and knowledge of the use of the most important, indispensable instrument of progress and culture, let them study the English language in its purity—the language destined to be as nearly universal as any language can be; and if the fire of patriotism be low, and a revivification possible, let them turn to the literature of the English language in which the patriot to the manner born may find inspiration.

The Sectional School Boards: The Character and Importance of Their Work.*

By John L. Shroy.

The directors are still with us, but the relationship between them and the teachers is slightly changed. It reminds me of the little girl who had received a new doll at Christmas-time. Her old one had lost an eye, its face was cracked, one arm was gone, and most of the internal sawdust had departed. She placed it in a corner, looked at it with a critical eye, and said regretfully but decidedly:

"You are to remain in the family, Dolly, but after this you're only going to be a step-mother to my new doll."

Now, step-mothers are not all as bad as books and comic papers would have you believe. There are good step-mothers who interest themselves in the joys and sorrows, failures and successes of their husband's children. May such a kindly relationship ever and always exist between the new local boards and the teachers.

In speaking of the value of the school board to the schools, I can do nothing better than give my personal experience with a school board under which I have worked for a number of years. Usually in the past, when we have spoken of school boards, we have made generalities take the place of particulars when facts led to accusations. My facts are not accusations, so I shall depart from the above order. I must also ask you to pardon the use of the first person, masculine gender, singular number, that will appear from time to time as I proceed.

I teach in the Twenty-third Ward. I was elected to my present position nine years ago, when political pulls and favoritism were rampant in many parts of the city. I had no political pull. I have no knowledge of any political influence having been brought to bear to secure my election. I presented my testimonials, told of my experience, interviewed the directors, and was elected.

In all of the nine years that I have been in my present position, I have never been asked nor

ordered to do anything in any way, shape, or form; that would influence unfavorably the work or discipline of the school. No incorrigible was ever reinstated because of his father's position or influence. No promotions were made except upon the recommendation of principal and teachers. In this, the school's decision was final. No director ever found fault even when his own child failed to pass with his class into the next higher grade.

The principal had the privilege of making such adjustment of teachers and classes as the needs of the school seemed to require, and these adjustments were always confirmed by the board. The board's interest was always a kindly one that never ceased to be helpful to all connected with the school. Teachers living in the ward received their appointments in the order of their averages given by the Normal School for teaching ability. This method is so commendable and just that it is used by Dr. Brooks under the new law. For a teacher in search of a position to have approached a Twenty-third Ward director with the faintest suggestion of a bribe would have been to have locked the door of opportunity and thrown the key into the river.

No janitor with political influence ever made sport of the orders of principals or addressed teachers by their first names. He would have been ousted in less than a week and his "bishopric" would have gone to another. One janitor, upon being elected, was thus charged: "You have been elected by us but you are to work under the direction of the principal. Do your best to get along or we shall have to elect someone else who will."

Such conditions were almost ideal. Teachers and principals felt secure in their positions. There was never the uncertain feeling that some morning they might go to school and find new teachers in their chairs or a new principal in the office. I am glad that I have the opportunity to-night of thus commending the school board of the Twenty-third Ward.

I shall say nothing of the conditions elsewhere, except this: Read into the thoughts I have just

*Read before the Educational Committees of the New Century Club, The Civic Club, and The Public Education Association.

given; the very opposites in every particular, and you can gather a slight conception of conditions that were well-nigh universal over the city. If Twenty-third Ward conditions had been universal, the curtailment of school boards' powers would not have been included in the new school law.

Since these things are so, what change will Whitehall School feel under the new conditions? Little, if any. The board will still be composed, we hope, of the best and broadest-minded men in the ward. The director, it seems to me, is a necessity in any ideal school system. He is needed by the *pupil*, by the *teacher*, by the *principal*, by the *community*.

To me, as a *pupil*, the director was always a wonder and an inspiration. He served without pay. He gave time and thought not for himself, but for others; not for grown people, who could compensate him in some indirect way, but for children from whom he could expect little more than a passing thought of gratitude; and that thought itself never expressed until late in life; when the middle-aged man stood by the grave of the old public-spirited citizen. A director who fully realizes his opportunities for influence with children can make himself an untold blessing to the rising generation.

The *teacher* needs the director. He lives among the patrons. He meets, daily, men who have children in the school, and therefore—grievances. They talk to him about school matters. They have vague notions of school-room life. They listen at home to all the highly colored tales that a vividly imaginative child can manufacture to order. They get warped ideas, wrong conceptions, astigmatic impressions of schools and teachers. The director knows a thing or two on the other side. He has been in the schools. He knows how some children, angels at home, act like little demons when out of sight of the parental eye. It does not take him long to make a mole-hill out of a smoking volcano—a plain out of a range of hills.

The teacher needs the director also as a friend in the locality in which both live. He, as a part of the system under which she works, will see to it that she has fair treatment at the hands of those in authority,—that she is not misjudged,—that the accusations against her—if there be accusations—are well-founded and true, before action is taken. The ideal director will not listen to trivial gossip, but will be, above all things else, considerate and just.

The principal needs the directors as advisers and helpers in the great work of raising, higher and higher, from year to year, the educational standards and ideals of the ward. The twelve men know him, know his work, know his discouragements and trials, know his ideals, and their "Well done" means more to him in his work than a good mark in the superintendent's office, which shows that he succeeded in getting a certain percentage of his eighth grade into the higher schools. At home is close, warm-hearted sympathy, while away off there, too often, is mere perfunctory praise.

Here is a case of discipline that can not be settled in the office. Shall the case wait and the boy run the streets while looking for higher authority to adjust it? or shall the principal say to the parents, "This matter should be settled at once. Come with me to the members of my school committee. We will present our cases and let them judge between us. They are men you know, men in whose judgment you trust. What they say will be satisfactory to me—it should be to you."

Why worry higher authority with these things. Let higher authority be free from these little matters of detail and give itself to the higher things in the school work. Let discipline cases be referred to it only as a court of final appeal.

A new school building is now needed and needed badly by us. In other wards they do like the man in the parable,—pull down good buildings and put up greater, while we must bestow our pupils and teachers in the parlor, sitting room, and kitchens of an old house totally unfitted for school purposes. To whom have I gone to get the matter remedied but to the directors, and they will keep at it until the building is forthcoming.

The community needs the directors. Schools will be successes or failures according to the interest that the patron takes in them. His children are in the school. Part of the money he pays in taxes goes to maintain the institution, and if he feels that he has a part in the system, no matter how faulty the system may be, he has a certain inherent satisfaction that makes him take an extenuating view of the matter. Take the directors from him or belittle them in his eyes and you break the strongest tie that binds him to the school system. To him, the school will stand as a thing apart. When cases, justly decided, are decided against him, he will feel a resentment that will voice itself in the assertion that all the school authorities are leagued together to down him. They have placed their feet upon his neck and held his child in abject subjection. He will take a stand against the school in his home. His children will carry the atmosphere of the home into the school and there will be impudence and open rebellion. The great gap that has of late been filling up thru the means of parents' meetings and mothers' meetings, will again cave in and leave the opening wider than before and much of the value of the school will be lost to the individual and to the State.

Let us then continue to have directors. Let them be men and women of high purpose—the best men and women that can be secured. Men and women who serve only because they love children, believe with all their hearts in education as a refining, ennobling, and inspiring influence, whose highest aspirations are to influence for good the men and women, young men and maidens, boys and girls, who make up that wonderful institution called a "public school."

The improvement of teachers' salaries is making encouraging progress everywhere. Above the Mason and Dixon line there is probably no state in which conditions are more wretched than in Pennsylvania. There are communities in that state, especially in the mining and farming regions, which are frightfully indifferent as regards the education of the young. One result is that the salaries of teachers are exceedingly low. And yet there are in Pennsylvania as good teachers as are to be found anywhere. The people in the Central and Western States are far more generous. They realize more fully the economical and moral benefits accruing from well-supported and intelligently administered systems of public education. The character of a locality may well be judged by the remuneration of the teachers.

THE SCHOOL JOURNAL

A WEEKLY JOURNAL OF EDUCATIONAL PROGRESS

For superintendents, principals, school officials, leading teachers, and all others who desire a complete account of all the great movements in education. Established in 1870, it is in the 35th year. Subscription price, \$2.50 a year. Like other professional journals THE SCHOOL JOURNAL is sent to subscribers until specially ordered to be discontinued and payment is made in full.

From this office are also issued two monthlies—TEACHERS MAGAZINE (\$1.00 a year) and EDUCATIONAL FOUNDATIONS (\$1.25 a year), presenting each in its field valuable material for the teachers of all grades and the student of education; also OUR TIMES (current history for teachers and schools), weekly, \$1.25 a year. A large list of teachers' books and aids is published and all others kept in stock.

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The Professional and Financial Side.

Conducted by William McAndrew.

PRINCIPAL OF THE GIRLS' TECHNICAL HIGH SCHOOL, MANHATTAN.

Why Pensions Are Needed.

The Teachers' Associations and the School Boards of Philadelphia are actively discussing systems of retiring teachers on living wages. On Friday evening, April 27, a mass meeting was held in the auditorium of the Central High School at which addresses were given by Prin. Lyman Best of Brooklyn, secretary of the Retirement Board of the New York City Department of Education; Miss Elizabeth Allen, leading advocate of New Jersey's State Pension Law; Mrs. Emma Thomas Trisdal, principal of the Levering School, Philadelphia; Hon. Simon Gratz, of the Philadelphia Board of Education; and Mr. William McAndrew, of the Girls' Technical High School, New York. The address of Mrs. Trisdal was especially effective in showing that the establishment of a retirement system need not be justified on any grounds of gratitude or charity to teachers; it is in no way a device for paying gratuities but is a piece of wise public policy in giving the school children their rights. Mrs. Trisdal's address is given in full, as it is a notable contribution to the literature of salary, tenure, and pension reform.

Pension Funds a Necessity for Adequate Education of Children.

By EMMA THOMAS TRISDAL.

President Roosevelt says of the public schools, "They are educational centers for the mass of our people. They are factories of American citizenship." Who disputes his statement? Neither you nor I, for every educator knows that more to our fair Commonwealth than gold or grain is the cunning hand and the cultured brain of the rising generation; more to her than wealth or power is "the common training and the common ideals furnished the mixed peoples who are here fused into one nationality."

The child is the center of the school system. The community consents to taxation for school purposes, not that the teacher earn a livelihood, but that the child be educated. The State appropriates money for school purposes, not that teachers be protected, but that the State itself be strengthened and perpetuated. Good school citizenship is the stepping-stone to good State citizenship, and if our public schools prove worthy of the trust reposed within them, they must work for the child, thru the child, with the child, instilling into heart and soul the spirit of loving service to the community, State, or Nation. Our schools will only attain to this end when all vital questions pertaining to their welfare and management be considered in their relations to the child. The advisability or non-advisability of a retirement fund should be subject to this same test, hence the question, "Who is the greatest beneficiary of a retirement fund?" is the paramount one. To my mind, the only excuse for asking for a retirement fund is the fact that the child and the community are benefited the most by it.

Has Philadelphia need of such a fund when the "Teachers' Annuity and Aid Associations" are already providing for ninety-two disabled teachers, and the "Elkins' Fund" is caring for 144—the maximum number it can carry? Statistics prove that 221 teachers are now in the field who have taught between 36 and 56 years. Two hundred and twenty-three more have been in service between 31

and 36 years, while another 221 have devoted between 26 and 31 years to the work. Thus 665 teachers have taught 26 years and over, while 1036 teachers have been in the field 20 years and more. A large number of these are among our best workers, and are giving service which the community never can and never will repay; but many more have given of their best until their best has departed from them. Is it unfair to assume that of these 1036, 100 are staggering under a load too heavy for physical strength and waning power? What is 100, you say, out of 4,000 teachers? It is a small proportion, unusually small just now because of the 144 recently retired thru the "Elkins' Fund," but when we remember that each teacher is responsible for from 40 to 50 pupils per annum, we find that 100 teachers affect 4,000 or 5,000 pupils per year, touch 4,000 to 5,000 homes of the day, and mar the development of 4,000 to 5,000 citizens of the future. Add to these 100 disabled older teachers, those younger teachers who are disabled thru sickness and physical infirmity, multiply each one by the 40 to 50 pupils for whom she is responsible each year, and we have an *army* of children in Philadelphia deprived of their birthright. Every child has a right to meet teachers of capacity and culture, with teaching power and activity. Every citizen has a right to demand from the community such a teaching force.

School Boards Dare Not Dismiss Aged Teachers.

What is to be done? Retire these disabled teachers? On what? He who doeth all things well has implanted in the human breast a touch of that sympathy which makes the whole world kin. Communities are not ungrateful, and the faithful teacher who has devoted a lifetime to the work has gained such a hold on the hearts and sympathies of her district as to make her forced retirement when unprovided for, an utter impossibility.

Why did she not prepare for the rainy day? How could she? Consider the salaries of the past—remember the cost of living, and you will not lose faith in the thrift, prudence, and foresight of the teacher. Less than fair living wages never did have, never will have but one ending—help in the later days. Should not civic and educational authorities protect those who devoted a lifetime to public service and yet were prevented, thru meager salaries, from provision for the future? A retirement fund under such conditions is nothing more nor less than a deferred payment for faithful work.

We recognize the fact that the community is in honor bound to protect its own interests by employing a competent, active teaching force, but we also recognize the fact that no community can ever maintain a large corps of teachers in alert, vigorous condition without a retirement fund. It is by far more economical to provide for disabled teachers than it is to pay full salary for inefficient service, especially when the child, and the future of the community, State, or Nation is at stake. 'Tis the boys and girls of to-day who will decide the destinies of the State and the Nation of the morrow.

The State, the community, is benefited by a pension fund, not only thru the retirement of disabled teachers, but also thru the increased efficiency of the active teaching force. Refinement, culture, intelligence should be the product of the public school. But as is the teacher so is the school. De-

prive the teacher of the chance of culture, and you take from the child the result of culture. This truth has been forced upon me thru personal observation. Of late years, it has been my good fortune to travel during the summer months. No matter where we have wandered—by mountains or by sea—by the Pacific strand or on European shores, we have met the New York teacher. When we asked them "Why?" we received this reply—"Our school authorities encourage us to travel, to attend educational gatherings, to broaden ourselves physically, intellectually, professionally, and our pension permits us to do so without a sacrifice of prudence. Think you not that the knowledge and culture taken in by the New York teacher will find its way thru the New York child to enrich both state and city in the near future?"

Accepting the advisability of a pension fund because of its vital importance to child, community, and State, the financial problem becomes the all-important one. Undoubtedly the ideal method of providing such a fund is appropriation from State or municipal treasury or from both—but the trouble is in creating the fund. Greater difficulties meet our Board of Education because of the enforced itemized appropriation by councils, and the question will never be settled without action, and the difficulties will never be overcome without conquest.

Why Do Some Teachers Oppose a Pension System?

The question has been asked "What is the teachers' attitude toward contributing to such a fund?" Naturally the teaching force would divide itself on this question into three great classes: 1. Those who have taught from 20 to 25 years and over; 2. Those whose experience ranges from 10 to 20 or 25 years; 3. Teachers with less than 10 years' experience, especially those who have labored under 5 years.

One thousand and thirty-six teachers have taught over 20 years. Undoubtedly the greater portion of these should welcome and would welcome any fair proposition on the subject.

The 650 teachers who have been teaching from 10 to 20 years would be likely to consider any proposition thoughtfully and accept the conclusion quietly. A little grumbling might ensue for the day, but peace would reign on the morrow.

The younger teacher would be most likely to object seriously. (1961 have taught less than 10 years. Of this number 1100 have taught less than 5.) Some young teachers broader-minded than others would become willing helpers, but the majority would not. Talk as you will about the teaching force being one great family in which the strong should help the weak and the weak encourage the strong—quote as you will from the annals of beneficial societies and fraternal organizations—we must face facts as they are and not as we think they ought to be.

The average young woman enters the teaching profession without expecting to remain in it. The far-off future does not appeal to her, and she fails to see why she should contribute to a fund in which she never expects to participate. Again the 1, 2, or 3 per cent. from her salary does not seem proportionate to the same percentage on a larger salary, because her percentage must be taken from the necessities of life, while the larger salary permits deductions from the refinements of life. To my mind there is reason for her objections. A graded percentage might or might not awaken her interest in the scheme. Yet why should we meet this question here? If our civic and educational authorities undertake the great work of creating a retirement fund, it is theirs to consider all sides of the question, and they will do it carefully, fairly, justly, remembering alike the claims of teacher, of child, and of community or

State. If in the judgment of this body, teachers are called upon to participate in the fund, I believe the teachership of this great city would rise in its might—forget personal issues and join hands with the authorities in furthering the movement. Why? The movement is right, and truth is mighty and must prevail.

The Arguments for a Retirement System.

A retirement fund is best for the community and State, because it promotes efficiency in the active working force.

It is more economical than the present method of keeping disabled teachers.

It makes it possible to maintain a capable, active teaching force, competent physically, intellectually, professionally, to manage the public schools—the factories of American citizenship.

A retirement fund is best for the child, because,

It guarantees him his rights. Thru it, he can meet teachers of capacity and culture with teaching power and activity; and without it, a large corps of efficient workers can never be maintained.

A retirement fund is best for our teachers, because,

It enables them to reach out for deeper knowledge and broader culture when in active service.

It guarantees them that protection which should be accorded life workers in the upbuilding of the State.

In return as teachers, it is ours to instill day by day into hearts and souls the spirit of loving service to the State or Nation; to build day after day worthy ideals for the future, for the training of the rising generation is a momentous task,—nothing less than shaping the destinies of our State and nation,—of determining the position America will hold by and by in the history of mankind.

God grant we each and all prove worthy of the trust reposed within us.



Educational Meetings.

May 21, 22, 23.—Cumberland Island, Ga. Georgia State Teachers' Association meeting. M. L. Brittain will preside.

May 31-June 2.—Eastern Art Teachers' Association, and Eastern Manual Training Association, New York City.

June 12-15.—North Carolina State Teachers' Assembly, at Raleigh.

June 22.—Maryland State Teachers' Association.

July 3-5.—Pennsylvania State Teachers' Association, Altoona, Pa.

July 4-5.—South Carolina State Teachers' Association, at Winthrop.

July 9-12.—American Institute of Instruction, New Haven, Conn. William C. Crawford, Allston, Mass., secretary.

October 17-19.—Rochester, N. Y., Council of School Superintendents of the State of New York; E. G. Lantman, Port Chester, secretary.

October 18-20.—Vermont State Teachers' Association, Middlebury, Vt.

October 25-27.—Maine Teachers' Association, Lewiston, Me.

Allow an old subscriber to THE SCHOOL JOURNAL to congratulate you on the success of the periodical, at the present time. Each number is so instructive and practical that, altho I should like to pass them on to those whom I should like to interest in these very important problems of the day, I am loath to part with them.

Vermont.

ALICE A. FLAGG.

Salt rheum, or eczema, with its itching and burning, is cured by Hood's Sarsaparilla. So are all other blood diseases.

A Summary of Conditions.

There are only four cities in the United States in which teachers are paid more than street cleaners: Chicago, Washington, Columbus, Ga., and Meridian, Miss. In the last two the street cleaners are colored, says a caustic writer in the *Watertown Times*.

Is there a teaching profession, as there is a profession of law, of medicine, of theology? A teacher spends time and money and mental and physical vitality in training for her work. After many anxieties and sacrifices she receives the highest grade of teachers' certificate attainable. This certificate is brought forward as evidence of conscientious preparation, experience, and fitness. Recommendations are furnished as to character. Often the services of teachers' agencies are invoked, and a position is obtained—but on what conditions? Is permanent employment guaranteed? By no means. A contract is entered into for one year—seldom for a longer period, because boards of education change yearly and they lack power to give a permanent contract. At the end of the year is the high grade certificate, that evidence of scholarship and fitness, any protection to its holder against dismissal? Certainly not. The personnel of the board has been changed during the year, and for political, personal, or religious reasons a renewal of contract is denied. Is there any remedy? Where is the "profession" then? There may have been no criticism of character, morals, or ability—but that knowledge is worthless to the teacher. Another effort must be made and the experience lived over and over again.

No wonder the Indiana State Teachers' Association, after a careful study of conditions has reached the conclusion that "teaching is a lottery." It will remain a lottery until the public, which should be vitally interested in this question, demands exact justice for its teachers, and emphasizes this demand by electing school officers who will enforce it.

Those high in authority tell us that teachers should not agitate in favor of pensions, even tho in many cities a pension fund is created from the salaries of teachers themselves. Would pensions paid from a pension fund created by the State be such a wicked thing? If the State can afford to give \$101,000,000 for a barge canal of doubtful use if ever completed—and can favor the expenditure of \$50,000,000 more for good roads—it ought not to hesitate to do something for good teachers, who have spent their lives and grown old in the work of educating boys and girls for good citizenship.

The general government has been and is extremely liberal in providing generous pensions to the citizens who defended her honor in the hour of peril. Would the State be doing more than justice if she recognized by some liberal pension plan those men and women who are training citizens for the service of their country? The State pays a handsome pension to retired judges—and pension funds are regulated by law for policemen, firemen, and letter carriers. Why can it be wrong, then, to agitate a plan for pensioning teachers who spend the best part of their lives in the most sacred work in which a human being can engage?

For twenty years the editor of the *Century Magazine* has been a believer in pensions for teachers. Hear him express his opinion:

The public school teacher, in many cases, after years of faithful public service, has to choose between two alternatives: to remain in the harness until literally turned out to die, or to look forward to dependence upon the charity of friends or of the people.

I do not propose the endowment of a special refuge for such unfortunate ones, for, as a general rule, teachers, are

self-respecting, independent, and possess the kind of pride which instinctively shrinks from publishing its poverty. But it is true that many who have conscientiously served an exacting public for a mere pecuniary pittance find themselves after a score or more years of such service, weakening physically, and, perhaps mentally, with only a sad prospect before them as they look towards life's sunset.

I see only two ways of relief from this crying injustice; one, to educate the general public to the fact that the laborer is not only worthy of hire sufficient for his daily bread, but for something over, for a store against the time of disaster and need. The other plan is honorably to retire from active service, with a moderate competence those who have faithfully discharged their duties for a fixed term of years. Why should we not have a retired list of public school teachers as well as of army and navy officers?

Early in the past year announcement was made that Mr. Carnegie had given \$10,000,000 to pension superannuated college professors. Cannot the State in the time of her greatest prosperity afford to be as liberal toward her faithful, overworked, and underpaid teachers as a private individual toward college professors? Dr. Hopkins of Williams College in an address last May before the New Jersey High School Teachers' Association said:

Mr. Carnegie would have done more practical good had he donated that great sum for the benefit of public school teachers—the least appreciated of our educational factors.

A teacher was recently employed in a city system at \$10 per week. She came to her work full of spirit and enthusiasm, and met every demand for "qualification." When she found that after paying her board at a respectable boarding-house she would have scarcely one dollar per week left—she simply sat down and cried. No good work was ever done by any teacher harassed by such conditions. Dissatisfaction and worry are not encouragements to good teaching. Was that a satisfactory reward for years of sacrificing work in preparation? What is that teacher's remedy? To leave the "profession" (?) at first opportunity and get married—at any price. Sometimes a marriage even on trust is better than a teacher's life of struggle, doubt, and poverty.

Repairing the Brain.

A CERTAIN WAY BY FOOD.

Every minister, lawyer, journalist, physician, author, or business man is forced under pressure of modern conditions to the active and sometimes overactive use of the brain.

Analysis of the excreta thrown out by the pores shows that brain work breaks down the phosphate of potash, separating it from its heavier companion, albumen, and plain common sense teaches that this elemental principle must be introduced into the body anew each day, if we would replace the loss and rebuild the brain tissue.

We know that the phosphate of potash, as presented in certain field grains, has an affinity for albumen and that is the only way gray matter in the brain can be built. It will not answer to take the crude phosphate of potash of the drug shop, for nature rejects it. The elemental mineral must be presented thru food directly from Nature's laboratory.

These facts have been made use of in the manufacture of Grape-Nuts, and any brain worker can prove the value of the proper selection of food by making free use of Grape-Nuts for ten days or two weeks. Sold by grocers everywhere (and in immense quantities). Manufactured by the Postum Co., Battle Creek, Mich.

The Educational Outlook.

A financial balance exceeding by \$468.49 that of last year, and a membership of 636 as against 629 on April 8 last year were reported by the Teachers' Beneficial Association of Philadelphia at their annual meeting on April 14.

The Waltham Mechanics' Educational Institute was organized at Waltham, Mass., on April 23. G. A. Mansfield, Jr., was elected its president.

The Board of Education of Parkersburg, W. Va., is going to install manual training in its public school system. The course will begin the first of next year.

The boys' department of Oread Institute, which is to be known as the Department of Agriculture, Manufacturing, and Commerce, was informally opened on May 1. The institute is located near Glencoe Station, on the Northern Central Railway, about 18 miles from Baltimore.

The twenty-first annual May Festival in aid of the Lowell Day Nurseries and Shelter for Children was held at Lowell during the first week in May. The institution has long borne a fine record in the district, and the charity is a popular one.

Mr. C. A. Greene, superintendent of the schools of Bethany, Mo., will succeed T. B. Ford as superintendent of schools at Trenton, Mo.

In order to avert curvature of the spine, which the constant use of one side of the body has been found to induce, the New York Board of Education has issued orders that teachers shall require pupils to carry their books under their right arms on even dated days, and under their left arms on odd dated days. It is believed that this alternate use of right and left arms in carrying their school books will aid in developing equally both sides of the body.

Other orders require a military system in commands and obeying orders, the motions of the hands and feet in clearing desks, rising, marching, and like evolutions, based on the methods in use in the United States Army.

The New York Public Lecture Corps had its sixteenth annual reunion and dinner at the Hotel Astor, on May 3. Addresses were made by Dr. Henry M. Leipziger, supervisor of public lectures, Mr. Egerton Winthrop, Jr., president of the Board of Education, Mr. George Vandenhoff, Mr. James McKeen, Mr. Hammond Lamont, Miss Mary V. Worsell, and Mr. Willis Fletcher Johnson. Mrs. Henrietta Speke-Seeley sang, and Mr. Edmund Severn played violin solos during the evening.

The board of education at Fredonia, N. Y., has decided to employ a male superintendent of schools for the coming year and to give him the management of both the Eagle Street and the Barker Street schools which are now in charge of women. This will do away with the position of lady principal.

The Yale Summer School this year will combine more completely than ever before the advantages of university work with elaborate courses in education. The faculty represents both types of interests; it is made up of eleven Yale professors, twelve assistant professors, and a number of instructors from the college, and also includes fifteen educators of wide experience. Dr. Harris and Superintendent Maxwell will each give one lecture to the whole body of students. Fourteen others, including Superintendent Kendall, Superintendent Stetson, Superintendent Gordy, Superintendent Edson, Superintendent Hine, Superintendent Carroll, and a number of additional well-known school

men will each give a week of instruction to special classes in methods and in school administration. Especially attractive is the course of general lectures and receptions which the university has arranged to introduce students to the Yale type of social life. Yale has been slow in taking up the Summer School idea, but has shown its usual spirit of thoroughness in organizing the movement now that it has taken it in hand.

Mr. Chilton in New England.

Mr. C. B. Chilton, who has been lecturing to teachers and educators on "the new musical education" has found the attitude of school people extremely liberal-minded and receptive.

On March 28 Mr. Chilton lectured at the Salem, Mass., Normal School before 200 teachers. Later, he talked to 200 teachers and about 400 of the leading townspeople at Fitchburg, Mass., on the Fifth Symphony of Beethoven, in anticipation of the concert by the Boston Symphony Orchestra which played this music the same evening.

He has lectured at Tuft's College and the Bridgewater Normal School, and has dates arranged for the Willimantic Normal School, Reading High School, and other places.

Regarding the value of the Pianola as a performer of music, Mr. Chilton makes the conservative statement that in his opinion this instrument, when operated by a competent performer, will play at least as well as any player by hand who does not play better than it.

Of Interest to New York State.

The Miller Bill, No. 344, passed the New York Assembly April 2.

This bill provides as follows: "To each union school whose district has a population of less than five thousand, maintaining an academic department and employing less than eight qualified teachers, whose principal shall devote not less than one period of each school day for the school year to the supervision of the entire school, one hundred dollars; and for each additional period of like supervision for each additional four teachers employed, an additional two hundred dollars; but no district shall receive under this subdivision more than eight hundred dollars. A period shall be one-eighth of a school day. An appropriation under either of the first three subdivisions hereof is known as a supervision quota, and an appropriation under subdivision four hereof shall be known as a partial supervision quota."

The first point has been gained; a concerted effort will secure the second.

The committee of the Principals' Legislative Council asks those interested in this needed legislation to use their influence in obtaining the support of their state senator, and local people of power. The Committee needs funds to keep the schools informed of its progress. Contributions may be sent to the secretary, Lewis H. Carris, Freeport, N. Y.

Three-Cent Fare for School Children.

Powerful influences and a still more powerful public sentiment will probably extract the concession of three-cent fares for school children from the Philadelphia Rapid Transit Company.

At present a great many Philadelphia school children have to pay four fares each day, and a number pay six fares. This fact, and the necessity for some mitigation of it, have been urgently put before members of the Board of Education. It is expected that this body will

appoint a special committee to appear before the Rapid Transit Company and request a special reduction for school children.

The company will probably be urged also to live up to its name by giving speedier car service. This demand will be based upon data showing that many pupils attending the higher schools spend hours in the cars each day.

Philadelphia is not the only city which has taken up the three-cent fare proposition. A short time ago the New York State Legislature passed a bill fixing a three-cent trolley rate for school children.

Manual Training School Exhibit.

Almost \$200 worth of leather and metal work and pottery, and an elaborate display of free-hand drawing in water color, charcoal, and applied design were sent by the Hackley Manual Training School at Muskegon, Mich., to the meeting of the Western Drawing and Manual Training Teachers' Association, which opened May 1. The large pieces of work which were an expense and risk to ship were not sent. Photographs were taken to exhibit in their place.

Most of these photographs were of wood work, and illustrated designs by the pupils. There were twenty photographs, for instance, of as many different solutions of a whisk-broom holder.

Nearly 3,000 children of the grades contributed drawing and manual training work. Under Miss Laura Beason, supervisor of sewing in the grades, some very interesting specimens of knotting of hammocks, sewing of undergarments, putting on patches, and mending, were prepared.

Morality Lectures to Pupils.

Morality taught by illustrated lectures is the innovation which Mr. Edward Milton Fairchild, lecturer for the Moral Education Board, has put to the test in Boston. Since March 8 he has delivered the two lectures "The True Sportsman" and "What About Boys' Fights?" to a total audience of eight thousand school children.

So far he reports unqualified success. The children find Mr. Fairchild's way of teaching morality from actual photographs from real life extremely interesting and helpful. One boy, after listening to "The True Sportsman" wrote in his English theme: "Some way or other, when I am in a game and get a few cracks, I never think of being a 'True Sportsman'; I always look for my revenge. I guess that lecture has taught me a lesson. I will always think of those rules when I am in a game hereafter."

A new lecture on "What I Am Going to Do When I Am Grown Up" will be prepared by Mr. Fairchild for use next fall. This lecture will "knock" at the cigarette as something that weakens a boy's mind for his life work and destroys ambition for scholarship and ability. Other lectures will be brought out as rapidly as possible, and a series of about forty completed for school use. A corps of lecturers will be established, and the work gradually spread all over the United States.

The chairman of the executive committee of the Moral Education Board is Henry Churchill King, president of Oberlin College, and the whole plan has been arranged by Mr. Fairchild in consultation with practical school men such as Dr. William J. Milne, president of the New York State Normal College, and sanctioned by such experts as Dr. Endicott Peabody, of Groton.

The Oakland Dilemma.

With an extra taxation, roughly estimated at ten thousand school children, upon the already overburdened accommodations of the Oakland, Cal., schools, and with a necessary drain of \$150,000 or \$200,000 upon the defunct school fund, the future looks dark to the Board of Education just at present. The schools have to be repaired; the teachers have to be paid; the children have to be educated; but the thought that this has got to be achieved with an empty treasury and a reduced source of income is certainly a puzzle.

The idea of ten thousand children, ranging from five to sixteen, wandering the streets all day unable to attend school, is hardly to be considered. Such a condition would be a blot upon the municipality too dreadful to be brooked. The idea of crowding them into the present school buildings, with the present staff of teachers, seems equally out of the question.

It is evident that some radical step must be taken. In the face of the present disordered state of affairs, and the greater cry for food and shelter for the thousands of San Franciscans rendered homeless, and cast upon the charitable resources of Oakland, the Board has not felt justified in calling a meeting to discuss the situation. However, work has been going on and it is likely that the school buildings will be ready for use within a week or ten days, should the Board see fit to resume school at that time.

When interviewed about the situation, Supt. J. B. McClymonds made the following statement: "Matters are in such an unsettled condition at present that to give any definite statement regarding the plans of the school department would be impossible. Great damage has been done to the school property, and the first task before us is to repair these losses. The new buildings suffered considerably. I think the greatest wreckage was done to the High School and the Franklin School buildings. Director John D. Isaacs of the Board of Education has been inspecting the damage, and he estimates the loss roughly at something between \$150,000 and \$200,000.

"Estimating the number of refugees in Oakland at seventy-five or eighty thousand, there must be as many new children here as there were originally. Of course, to put them into school will require a great extension of the facilities. New teachers must be hired, and we haven't even sufficient money to pay those we have now. I have no idea what the Board will decide to do."

"I cannot say definitely what the Board will decide to do in this matter," said Dr. A. H. Pratt, president of the Board of Education, in an interview. In view of recent conditions, I have thought it best to allow matters to adjust themselves in some degree, before calling upon the Board to act collectively.

"At regular intervals, the various counties of the State receive apportionments from the State school fund. This is raised from the general school tax. Now, a large portion of that fund was raised in San Francisco. Of course, the recent catastrophe has crippled the fund. If the loss is very considerable, Alameda County will be seriously affected. We will then be unable to pay our teachers. There seems no way at present of determining just what Alameda County is to suffer in this way. Upon the outcome of the apportionment of the State fund hinges the continuance of the Oakland schools. That, it seems to me, is the kernel of the situation."

City Attorney McElroy was inclined to take an optimistic view. "Of course we must provide accommodations for these school children who have been thrust upon our hands by fate, and we must act at once," he said. "I should

not advise waiting until the next school term to make room for these scholars.

"We can get the money some way. If necessary we can give up the idea of certain contemplated improvements, and devote that money to the schools. For instance, work has been planned upon the boulevard, and also upon the sewers. That money could be turned into the school fund. Schools are more essential than boulevards. By economizing, I think we shall be able to manage some way."

Prin. James H. Pond of the Oakland High School, was seen regarding the condition of his institution.

"I cannot even estimate the damage done by the earthquake," said he. "The greatest wreckage occurred in the physics department. I think the cost of repairs will come to \$15,000, at least."

"Ever since the accident, several carpenters and about twelve students, under the direction of Mr. Frank Bock, of the physical culture department, have been at work upon the building. The work of Mr. Bock and the boys has been purely voluntary, and I am greatly pleased by the spirit they have shown."

"If the schools do not reopen this term, it will be very bad for the seventy students who are members of the senior class. Most of them are desirous of entering college in August. Of course, they have not yet answered the university requirements, and I could not furnish them with recommendations. They will either have to take the entrance examinations at Berkeley, or return to high school for another semester."

"I believe that many people, both among the old residents and the new residents of Oakland, are so frightened that they will not send their children back to school at once, and we shall be able to accommodate all who desire to go to school, for the time, at least."

Supplementary History Study.

The May issue of the *Teachers' College Record* contains an interesting paper by George Edward Marker (A. B., Univ. Ill.) on "Teaching Children How to Study History." Mr. Marker describes his experience with a class of sixth grade pupils of the Speyer School, averaging twelve and a half years in age, who studied with him the early struggles of American national life as outlined in McMaster's "Primary History." His special aim was the development in these children of effective methods in study by efficient habits in reading.

The difficulties met and practically overcome by Mr. Marker consisted less in the formulation than in the application of his plans, as no experienced teacher need be told who is familiar with the bewildered helplessness of the average child in the face of the embarrassing riches of "literature" available for the study of any "topic," so long as the selection and limitation of that material devolves upon the pupil himself. Mr. Marker made the following declaration in regard to his method of teaching the subject:

"The author of a primary text-book in history finds certain limitations as to space, illustrations, and full treatment of details, beyond which he dares not go if his book is to find ready sale and acceptance by the educational public, hence he often dismisses a whole field of interesting material with some such statement as this: 'The history of those days is full of thrilling adventures, narrow escapes, and deeds of heroism.' But teacher and pupils are not bound by any such considerations as the author is forced to recognize. Hence, I asked my pupils to suggest a variety of ways in which they could supplement and vivify the text, for I was convinced that the real vitaliz-

ing portion of historical study lay in an abundance of vivid mental pictures.

"Each pupil kept a historical notebook; into this were copied outlines of work passed over, reference to various books where special information could be found, and full notes and points on learning how to study. Pictures from various sources, illustrating the period of history we were studying, were cut out, classified, and pasted into this book. Magazine articles of a historical nature were cut out, then rebound by the children and preserved for future use; many advertising pictures were found illustrative of a wide field of American history. The *Four-Track News*, 'an Illustrated Magazine of Travel and Education,' publishes monthly many good pictures and sketches of old historic sites in America. The children found it a very helpful source in making their collection of pictures. In fact, they gathered more illustrative material than any teacher would find it wise to use. Extreme caution was necessary in order to avoid over-indulgence of the mere 'collecting instinct.' Historical pictures of the kind described have value, especially in interesting children in their search for information. But activity of this kind is so easily mistaken by children for real study that, unless it is quietly restrained, the chief purpose of such illustration will be overlooked."

The Apaches Never Scalped Their Victims.

The taking of scalps has been spoken of so commonly in the press of the United States that it has become a general practice, when speaking of a man having lost his life among the Indians, to say, "He lost his scalp." Novelists even of to-day, when locating their stories in Apache land, almost invariably scalp the victims of Apache vengeance. As a matter of fact, one can say that the Apache never took scalps. Men who have lived in the Apache country and have been closely associated with them for thirty years or more, claim that no full-blooded Apache ever scalped a man he killed. On the contrary, he would not touch a body after death, and would throw away his weapons if stained with human blood. Their own dead the men never help to bury. This task is left to the women.—

From "Vanishing Indian Types—The Tribes of the Southwest," by E. S. Curtis in the May *Scribner's*.

Recent Deaths.

Mr. John Young, proprietor of a private school at Elizabeth, N. J., died suddenly in church on the morning of April 15. He was seventy-nine years of age and had conducted his school for more than half a century.

Prof. John Peyton McGuire, head master of McGuire's School, and one of the celebrated educators of Maryland, died April 29 in the seventieth year of his age.

He was a native of Essex County, where he was born in 1836. He resided in that county until he was fourteen years old, and then accompanied his parents to Fairfax County, where his father, Rev. John P. McGuire, a prominent minister and teacher, took charge of the Episcopal High School of Virginia. He studied for two years at the University of Virginia, and, returning in 1856, assisted his father in the work of the school until the outbreak of the war. After Virginia had united with the Confederacy he was appointed to a position in the War Department at Richmond, which he filled with ability during a period of two and a half years, at the same time being enrolled among the volunteer local troops for the defense of the city.

Progress.

Assemblyman Filley's bill providing for a teachers' retirement fund for Troy, N. Y., has been signed by Governor Higgins.

Salaries Raised in Columbus.

The Board of Education of Columbus, Ohio, has voted an increase in salary for the teachers of all the schools, to take effect next year. Teachers in the preferred elementary grades will receive a maximum salary of \$750 and in the other grades a maximum of \$700 after seven years' service.

For the coming year, the maximum salaries will be \$700 and \$650 respectively.

The minimum salary is increased to \$45 a month, and all salaries are to be paid in ten equal installments, so that teachers will receive pay for ten months' work, instead of nine and three-quarters, as heretofore.

The maximum salaries for other teachers are: Principals, \$1,250; Training Teachers, \$1,100; Principal of Normal School, \$1,100; Supervisor of Music and Drawing, \$1,500; Supervisor of Physical Culture, \$1,250; Principals of High Schools, \$2,100; Teachers in High Schools, \$1,350; Heads of Departments in High Schools, \$1,400; Principals of Evening Schools, \$35; Teachers in Evening Schools, \$30.

Salaries Go Up.

After Sept. 1 next every teacher at Hoboken, N. J., will get \$600 a year. Salaries will be increased at the rate of \$48 a year after the first four years, until they reach a maximum of \$1,000, which will be in thirteen years. All teachers who now receive less than \$600 will get that amount after Sept. 1, and when they shall have completed four years' work, from the date of their appointment, they will get their first raise of \$48 a year. Principals in grammar and primary schools will start on \$1,800, and increase yearly at the rate of \$100 until they reach a maximum of \$2,200. The principal in the High School and in the Training School will reach a maximum of \$2,400. Vice-principals will reach \$1,300 and second vice-principals will reach \$1,100. Male teachers in the High School will get \$1,500 as a maximum and female teachers will go as high as \$1,200 in the High School. The teacher of methods in the Training School will be advanced to \$1,200; the superintendent's secretary, detailed to his office, will get \$1,200 as a maximum; special teachers will start at \$800 and reach \$1,000.

The Pay of Connecticut Teachers.

Investigators have been looking into the relation between the salaries and living expenses of teachers in the public schools of certain towns in Fairfield County, Connecticut. A summary of the conclusions reached is in part as follows: "We have seen that the Bridgeport salaries must be increased from 60 to 114 per cent. before 'proper standards' of living, as interpreted by citizens of that place can be attained by the teacher. If this seems startling, we should be glad to have you institute independent inquiries. Principals should receive from 25 to 112 per cent., varying with the variation in salary now received, and according to one's conception of the standard of living. Stamford teachers ought to be increased forthwith 40 per cent. and principals 48 per cent. Nor-

A writer in the *Virginia Medical Monthly* deals with all cases of neuralgic pain by prescribing antikamnia tablets. The dose is two tablets, repeated every three hours, until relieved. We have convinced ourselves of their value by actual trial. Keep a few tablets about your office. They will come in handy.

walk needs 40 per cent. more. New Canaan teachers require 25 per cent. more, and the principal likewise. In Greenwich teachers cannot save anything in the face of Greenwich prices. They need the difference between \$1292 and a \$950 average, as an increase in principals' salaries, and teachers need about the same increase as Stamford teachers do. Darien must continue to employ home talent until it offers an increase of at least 20 per cent. to its teachers. Fairfield reports show the need of an increase of from 25 per cent. to 125 per cent., the living scale per person varying from \$500 to \$900, while salaries average \$400. Dressmakers, stenographers, clerks (women) all receive on an average more than \$400 a year."

What Is a Square Meal?

"Some Diet Delusions," by Dr. Woods Hutchinson in the April *McClure's* seems to have aroused every one whose digestive area has been a cause of distress. Most of these want to follow Dr. Hutchinson's revolutionary advice. But John D. Rockefeller, who once, rumor has it, offered \$1,000,000 for a new stomach, is waiting for more advice from *McClure's* on the subject, before he tackles what Dr. Hutchinson calls a square meal, which is just whatever nutritious food happens to come to hand.

That Summer Trip to California.

Why you should go—How you should go—What you will see.

You know, by experience or hearsay, that California is a delightful place to winter in. A glance at the thermometer out there any December or January day is proof enough that sunny California is a good place to go if one would escape the rigors of zero weather.

You probably do not know that California is also a delightful summer resort. It may seem a little queer that the same state can be an all-the-year-round paradise, just right in winter and just right in summer, but such is the fact.

By the sea and up in the mountains even the July days in California are comfortably cool. Down in the valleys and far inland it is warmer.

Along the ocean shore line are resorts like Coronado Tent City, Catalina, Santa Barbara, and Monterey. Them ountains are a big summer playground, with lovely Yosemite the leading attraction.

You then see growing crops. Acres of flowers are in bloom. Outdoor sports are at their best. You may climb the high hills, go sailing and fishing, wander among the old missions, and cool off in the deep redwood forests.

The cities of Los Angeles and San Francisco are each well worth careful study. They are typical of Pacific Coast expansion.

And the trip to California is cool, too, if you take the right route. Go Santa Fe and you go right. The Santa Fe crosses the high table-lands of Central New Mexico and Northern Arizona. The average altitude here exceeds a mile above sea-level, a continuous mountain top—just the right height for pleasant travel, the air being pure, cool, and bracing. For a considerable distance the road runs thru park-like forests. The lower altitudes of southern Arizona are avoided. Practically no dust is encountered, the track in western Arizona and California being oil-sprinkled; other sections are rock-balasted.

It is the safe way—heavy steel rails and block signals.

There's something to see. The Grand Canyon is the world's greatest scenic wonder. The Petrified Forest is unique in all the earth. The Indian Pueblos interest everybody. Several picturesque mountain ranges are crossed.

There's something to eat, for Fred

Harvey serves the meals. His reputation as a caterer is national.

And the cost is low. The rate out and back (first-class, ride on the Limited if you want to) account annual convention of National Educational Association, is about one fare. Tickets on sale June 25 to July 7, inclusive. For full details see our advertising columns.

Why not go?

The Pastoral Navajos.

The Navajos are a pastoral, patriarchal, semi-nomadic people. Their whole culture and development centers in their flocks. Their reservation of 12,000 square miles is desert, broken with mountain and mesa. On the mesa and low mountains there are considerable areas of pinon and cedar, and on the higher mountains a limited area of beautiful pine forests. Over this region the Navajos drive their flocks. At the season when the slight rainfall gives even a scant pasturage on the desert plains, the flocks are pastured there. As the pasturage on the lower levels is both burned with the hot, scorching sun and exhausted with pasturing, the flocks are taken up into the higher mountains, where there is more moisture. Again as the deep winter snows come on the sheep must be taken down out of the mountains to escape them. During this time they are kept on the wooded mesa, where there is less snow, and a plentiful supply of wood, of which there is none on the plains below. Year in and year out the Navajo flocks are driven back and forth from plain to mountain top, mesa, and foothills.

While the Navajo's life is a wandering one, he is not what could be called a true nomad. His zone of wandering is limited; on the same grounds his father and father's father have kept their flocks. The average Navajo could not guide you a distance to exceed fifty miles. Last season the writer had with him two Navajo men of middle age, who had lived their lives within a day's ride of the mouth of Canyon de Chelly, and this was the first time they had traveled the entire length of the canyon. This seems strange, from the fact that it is a most remarkably scenic spot, and the larger part of the great wealth of Navajo legendary lore centers in this canyon.

The Navajo family usually has three homes, the location of which is determined by the necessities of their life. One is the summer home, where they grow their small crops of corn and vegetables. This farming they do in the narrow sand washes, where, by planting to a great depth, they get sufficient moisture to mature the crops. In a few limited areas they have irrigated farms. In Canyon de Chelly, which may be termed the "garden of the reservation" there are tiny irrigated farms and splendid peach orchards.

From "Vanishing Indian Types—The Tribes of the Southwest," by E. S. Curtis in the *May Scribner's*.

All Run Down

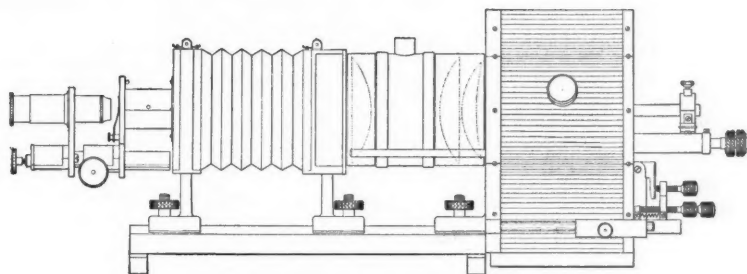
In the spring—that is the condition of thousands whose systems have not thrown off the impurities accumulated during the winter—blood humors that are now causing pimples and other eruptions, loss of appetite, dull headaches and weak, tired feelings.

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Announcement

Teachers Magazine is a year old. Well, the second year it ought to be even better than it has been. And it will be. Here is a list of new features which have already been arranged for:

MISS ADA VAN STONE HARRIS, of Rochester, will edit a double department of graded games for the school, and educational occupations (sometimes called busy work or seat work).

MISS ALYS E. BENTLEY, the best teacher of music we know of in the public school field, will have charge of the department of music. Her article in the May number, with the charming songs accompanying it, gives an idea of music's interest and value.

MISS FLORA HELM's articles have proved so helpful that we want her next year to elaborate her original ideas more fully.

MISS BELLE R. PARSONS, of San Francisco, will supply monthly articles giving detailed directions as to how to make physical culture not only useful but interesting to the children. Her work has attracted the attention of some of the foremost leaders in education.

MR. THOMAS E. SANDERS, of Tennessee, has written so practical a book on School Management and Method that we have asked him to become a regular contributor. His articles will appeal to teachers in every grade of school.

DR. JAMES PARTON HANEY, director of manual training, has worked out plans that have given the New York City



schools an enviable distinction. He will be our editor of "School Arts and Crafts."

DR. JACQUES W. REDWAY—millions of children have seen his name as author of school geographies—will look after the geography lessons.

PROFESSOR WOODHULL, of Teachers College, author of "Home-Made Apparatus," the most helpful book that was ever brought out on this particular subject, will be a regular contributor.

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Grammatical.

Conjugation of the word "buss," "to kiss":

Buss—A kiss.
Rebus—To kiss again.
Pluribus—To kiss many times.
Syllabus—To kiss a homely girl.
Blunderbus—To kiss the wrong person.
Omnibus—To kiss everybody.
Erebus—To kiss in the dark.

—The Saturday Evening Post.

Is Witte a Failure?

"Witte: A Great Man Facing Failure," by Perceval Gibbon in *McClure's* for April is a paper for every person who pretends to keep pace with the progress of events. Mr. Gibbon throws new light on this great melancholy struggler. Witte is a failure, he says, and he knows Witte. He has seen a good deal of him during these months of revolution and intrigue since he returned from the greatest diplomatic victory of modern times, at Portsmouth. Gibbon's assertion is daring, and altho you may be inclined to doubt its justice, you are likely to surrender before you have finished, for he is writing from the inside, and these facts, which have not been before published, are convincing. He takes you into Witte's quarters in the Winter Palace; you see him before the deputation of working men; you understand his dangerous footing on the narrow ledge between the people and the bureaucrats; you grasp the handicap of ill-health, at this time when most of all he needs his physical resources; you end by agreeing that the chances of his success are indeed small. "Big and gross and bony," says Gibbon, "he is a strong man and a great one; and here he is—at his finish." The personal description of Count Witte is quite the most intimate and striking that has ever been published. One would think that everything of interest had been written about this strange man's life, but even in sketching his career Mr. Gibbon has something new to say. It has long been the popular impression that this greatest of Russians is of lowly origin. This article pricks that bubble. It gives Witte's genealogical connection with several of the greatest houses of Russia. Altogether this is a great and a timely article. It has something new to say, and it says it plainly.

Life Insurance from Both Sides.

The announcement that the May number of *McClure's Magazine* will begin a series of articles on the life insurance situation is bound to be of great general interest. One thing that makes one want to read these articles is the fact that they will give both sides of the picture. We have heard much of the bad side; now it will be a relief to turn to the good side and read of the work of Elizur Wright, Amizi Dodd, and the men who so safeguarded life insurance that the big companies have been able to weather the storm of the recent investigation and its attendant scandal. Mr. Hendrick, who is writing these articles, gives the bad side as well, and tells some sad truths. His articles will be a guide for those in any way interested in life insurance.

Boy-Like.

"Do yees like to go to school, me b'y?"
Said Uncle Pat to little Mike.

"I like to go, I like to come,
It's stayin' there I do not like,
Said Mike.

—JOHN L. SHROY, in *May Lippincott's*.

The San Jose Scale.

Probably no insect pest in the country to-day causes such widespread alarm among fruit growers as that ubiquitous little parasite known as the San José scale, says *Farming*. In its sudden rise into prominence; its insidious spread and difficulty of detection; its ability to thrive

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